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| **Unit Title: Fantastic Adventures with Dragons, Gods and Giants**  **Grade 3/Quarter 4/Unit 6** | | | | | | | | | | | | | |
| **Conceptual Lens:**    **In this sixth nine-week unit of third grade, students read fantasies, adventure poetry, mythology, and informational texts about Ancient Greece and Ancient Rome.**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  Beginning with fantasy stories and poems about dragons, students learn to summarize and illustrate chapters, seeing how they are building blocks to the ending. They will also hear a variety of myths, Greek and Roman. Students will research gods and goddess and create a persuasive poster on one god/goddess.     |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing** | **Additional Literacy** | | 1. Students will be able to independently and proficiently read and comprehend grade level texts, including: fantasies, poetry, mythology and informational texts. (RL.3.10/RI3.10)  2. Students will be able to retell myths from diverse cultures; determine the central message, lesson or moral, using key details. (RL.3.2)  3. Students will be able to differentiate their own point of view from that of the narrator or characters. (RL.3.6)  4. Student will be able to use text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks). (RI.3.5) | 1. Students will be able to write opinion pieces on topics or texts, supporting a point of view with reason. (W.3.1)   * State an opinion, provide reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding section. (a,b,c,d,e)   2. Students will be able to write for specific purposes, audiences and across content areas for short sessions (1 – 2 days) as well as research, reflection and revision over a period of days. (W.3.10)  **Language**  1. Students will be able to ensure subject-verb and pronoun-antecedent agreement.  2. Students will be able to produce simple, compound and complex sentences.  3. Students will be able to use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.  4. Students will be able to use spelling patterns and generalizations in writing words. | 1. Students will be able to use context clues to confirm or self-correct word recognition and understanding, rereading as necessary. (RF3.4c)  2. Students will be able to engage in discussion on grade 3 topics and texts, expressing themselves clearly. (SL.3.1)  3. Students will be able to determine main idea using supporting details from a variety of sources. (SL.3.2)  4. Students will be able to ask and answer questions about information from a speaker. (SL.3.3)  5. Students will be able to report on a topic or text, tell a story, or retell an experience with appropriate facts and relevant details, speaking clearly and at good pace. (SL.3.4)  6. Students will be able to create engaging audio recordings of stories or poems that demonstrate fluid reading; add visual displays when appropriate. |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task can be completed at any time after week three. You may want to wait until after testing.**   |  | | --- | | **Performance Task:**  **Goal: The goal is to create a persuasive poster on the mythical character you find most interesting to be included in a kids book about mythical heroes.**  **Role: You are an author/illustrator of Ancient Greek mythology.**  **Audience: The audience is a group of publishers**  **Situation: You have been asked to contribute a page to a kids’ book about mythical heroes. You will create a poster, including an illustration and evidence that supports your opinion.**  **Product/Performance and Purpose: You need to choose from one of the previously studied mythical characters, creating a poster with an illustration of that character. The poster should also include strong reasons and your writing should be connected to specific parts of the myth. Be sure also to use linking words and phrases (e.g., because, therefore, since, and for example) to connect your opinion and reasons. Provide a concluding statement.**  **Standards and Criteria for Success: Your poster needs to include… (see rubric)** | | **Rubric for Third Grade Unit 6 Performance Task**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Focus** | The illustrator attempts to create an illustration clearly portraying the character’s mythical power.  The writer clearly states an opening sentence, which captures the reader’s attention and includes an opinion. | The illustrator attempts to create an illustration vaguely portraying the character’s mythical power.  The writer has an opening sentence, which includes an opinion. | The illustrator attempts to create an illustration of the mythical character.  The writer has written an opinion. | The illustrator makes little attempt to portray the mythical character.  The writer does not express an opinion. | | **Development** | The writer clearly states at least two reasons with at least one supporting detail for each reason.  (4 sentences) | The writer clearly states one or two reasons with only one supporting detail.  (3 sentences) | The writer clearly states one or two reasons with no supporting details.  (2 sentences) | The writer states reasons but no details.  (1 – 2 sentences) | | **Organization** | Reasons and details are expressed in a logical order with the usage of several appropriate transition words. | Reasons and details are expressed in logical order with the usage of at least two appropriate transition words. | Reasons and details are expressed with the usage of on transition words. | Reasons are expressed without transition words. | | **Conclusion** | The writer clearly paraphrases his/her opinion. | The writer restates his/her opinion. | The writer attempts to restate an opinion. | The writer does not restate an opinion. | | **Mechanics** | The writer uses a variety of sentences which flow smoothly. There are no more than 2 errors in grammar, punctuation, capitalization and spelling. | The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization and spelling. | The writer uses little variety of sentences. There are no more than four errors in grammar, punctuation, capitalization and spelling. | The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization and spelling. | | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | | **Week 6** | **Week 7** | | **Week 8** | | **Week 9** |
| **Big Ideas** | **Dragons** | **Mythical gods and goddesses** | **Mythical gods and goddesses** | **Poetry** | | **EOG**  **Review** | | **EOG**  **Review** | **EOG Week?** | | **Performance Task** | | **Performance Task** |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**  **My Father’s Dragon by Ruth Stiles Gannett and Ruth Chrisman**  **Classic Myths to Read Aloud by William F. Russell**  **Ingri and Edgar Parin D’Aulaire’s Book of Greek Myths**  **Vacation Under the Volcano by Mary Pope Osborne** | | | | | **Non –Fiction**  **E-Books:**  **Ice to Steam**  **Investigating Matter**  **What do you know about States of Matter?**  **Ancient Rome in Pompeii: A Nonfiction Companion to Vacation Under the Volcano by Mary Pope Osborne and Sal Murdocca** | | | | | | | | |
| **WEEK 1** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | My Father’s Dragon by Ruth Stiles Gannett.  Summarizing/Illustrating each chapter.  Possible organizers:  \* S-W-B-S  \*What to Remember (Comp ToolKit: Determine Importance Lesson 19)  Consider creating a booklet to use throughout.  Optional:  Create a chart that documents the details of Elmer’s adventures with “Place,” “Animal” and “What Elmer Gave the Animal” as columns.  Optional:  After finishing the book, have a “Grand Conversation” with the class. Some questions to guide the conversation: What other way could the animals have crossed the river without taking the Dragon as a slave? What was the most memorable part of the book for you and why (what was it about the writing that you liked?) | | | | | | | | | **Standards**  **RL.3.10**  **RI. 3.10**  **RL.3.2** | | **“I Can” Statements**  **I can read and comprehend stories.**  **I can retell and determine the central message of a story.** | |
| **Essential Questions**  **How can I show that I understand the story?**  **How can I retell and determine the central message of the story?** | |
| **Jan Richardson Strategies**  STP (pg. 160)  SWBS (pg. 221)  Who? What? Literal (pg. 216) | | | | | | | | | **Standards** | | **“I Can” Statements**  **I can read and comprehend stories.**  **I can retell and determine the central message of a story.** | |
| **Essential Questions** | |
| **Writer’s Workshop** | In conjunction with whole group reading lesson, students will summarize and illustrate each chapter as it is read aloud. | | | | | | | | | **Standards** | | **“I Can” Statement** | |
| **Essential Questions** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words** | | | | | | |
| **WEEK 2** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Day 1 -** Monitor Comprehension: Lesson 3 Read, Write, & Talk  Article: The Ancient Greeks  Find and mark Greece on map or globe  What things do we connect with Greece? (Olympics, mythology, architecture…)  **Day 2 -** Introduce Gaea and The Titans (Greek Myths book) pages 10, 12.  Copy and put under document camera. Read aloud, modeling note-taking from previous lesson.  Begin 3-column chart with the name of the god, characteristic and associated symbol  (This chart can be referred to later, during performance task.)  Copy text pages 14 and 15 for student partners to practice the Read, Write and Talk strategy.    **Day 3 -** Infer Meaning : Lesson 10  Zeus and His Family  (Greek Myths book)  pgs. 16 – 23  Copy and put under document camera. Read aloud, modeling note-taking from previous  lesson. Also, chart unfamiliar words with their inferred meanings.  **Day 4 -** Continue with 3-column “gods and goddesses” chart  continue with Inferred meaning.  Read aloud or put under document camera.  Hephaestus (p.28) and Aphrodite (p. 30).  Make copies of these pages and allow students to use the “jigsaw” strategy to teach each other about these figures in the next lesson. Students can circle unfamiliar words and work together to complete organizer began in previous lesson.  Students should add these figures to their “gods and goddesses” chart.    **Day 5 -** Students will share information gathered from previous lesson.  If time, read aloud from Classic Myths to Read Aloud.  The Origin of the Seasons (pgs. 19 – 25) offers a story using characters the students have already been introduced to.  Possible source for additional Greek Gods and Godesses:  <http://www.schools.manatee.k12.fl.us/webdisk/652JHUFFINE/c__documents_and_settings_huffinej>  \_my\_documents\_microsoft\_powerpoint\_-\_introduction\_to\_greek\_mythology.pdf | | | | | | | | | **Standards**  **RF.3.4 (c)**  **SL.3.1**  **SL.3.4** | | **“I Can” Statements**  **I can monitor my reading by rereading and self-correcting.**  **I can participate in class discussions about stories I have read.**  **I can share facts and information on a topic with my peers.** | |
| **Essential Questions**  **How can rereading and**  **self-correcting help me understand what I am reading?**  **How can participating in class discussions help me understand what I am reading?** | |
| **Jan Richardson Strategies**  Choose a previously taught concept and spiral back to review. | | | | | | | | | **Standards** | | **“I Can” Statements** | |
| **Essential Questions** | |
| **Other Whole Group Reading Learning Experiences**  Explore the following websites with your students:  [**http://storynory.com/category/educational-and-entertaining-stories/greek-myths/**](http://storynory.com/category/educational-and-entertaining-stories/greek-myths/)  **(Stories of famous gods and goddesses read aloud)**  [**http://www.kidspast.com/index.php**](http://www.kidspast.com/index.php)  **(exploring history)**  [**http://www.historyforkids.org/learn/greeks/**](http://www.historyforkids.org/learn/greeks/)  **(informational articles on Greece, gods and goddesses, written in “kid-friendly” language)**  [**http://wingedsandals.com**](http://wingedsandals.com)  ( Take the tour with Hermes the messenger god, through a magical place filled with awesome gods, daring heroes and fabulous monsters.) | | | | | | | | | **Standards**  **RL.3.5** | | **“I Can” Statements**  **I can use search tools to locate information on a topic.** | |
| **Essential Questions**  **How can search tools help me learn about a topic?** | |
| **Writer’s Workshop** | **Resource** “Explorations in Nonfiction Writing” by Tony Stead and Linda Hoyt  Revisit lessons as needed:  Session 1 – Identifying the Purpose and Features of a Description (pgs. 8,9)  Session 2 – Selecting and Noting Facts from Multiple Sources (pgs. 10, 11)  Session 4 – Supporting Main Ideas with Strong Details (pgs. 14, 15)  Session 7 – Revising Sentences for Variety (pgs. 20, 21)  Research and record important facts about additional gods and goddesses from Ancient Greece. | | | | | | | | | **Standards**  **W.3.10**  **L.3.1 (f)**  **L.3.1 (i)**  **L.3.2 (e)**  **L.3.2 (f)** | | **“I Can” Statements**  **I can write over an extended period of time for different purposes.**  **I can make sure the subjects and verbs in my sentences agree.**  **I can produce simple, compound and complex sentences.**  **I can use standard spelling for high-frequency words.**  **I can use spelling patterns in writing words.** | |
| **Essential Questions**  **Which character from Ancient Greece will you write about?**  **What important facts will you share?**  **How can I make sure the subjects and verbs in my sentences agree?**  **How does my spelling effect my writing?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words** | | | | | | |
| **WEEK 3** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | Continue researching Greek mythology, choosing a god/goddess to highlight each day.  Discuss character traits, unfamiliar vocabulary, and see what connections can be made between the characters. At the end of each lesson, either add to chart began last week OR write a short summary of what was learned about that character, including the basic information found in chart.  Additional Resources:  http://www.watchknowlearn.org/Category.aspx?CategoryID=10476 Cartoon versions of: Perseus and the Gorgons (in 3 parts), Midas Touch, and Diana and the Golden Apples | | | | | | | | | **Standards**  **RF.3.4 (c)**  **SL.3.1**  **SL.3.4** | | **“I Can” Statements**  **I can monitor my reading by rereading and self-correcting.**  **I can participate in class discussions about stories I have read.**  **I can share facts and information on a topic with my peers.** | |
| **Essential Questions**  **How can rereading and**  **self-correcting help me understand what I am reading?**  **How can participating in class discussions help me understand what I am reading?** | |
| **Jan Richardson Strategies**  Turn Facts into Questions (pg. 210)  Green Questions (pg. 211)  Yellow Questions (pg. 212)  Red Questions (pg. 212) | | | | | | | | | **Standards**  **SL3.3** | | **“I Can” Statements**  **I can ask and answer questions about information I have read.** | |
| **Essential Questions**  **How do I turn information I have read into a question** | |
| **Other Whole Group Reading Learning Experiences**  <http://www.chiddingstone.kent.sch.uk/homework/Greece.html>  Who were the Ancient Greeks? (Interactive site with lots of pictures)  <http://www.chiddingstone.kent.sch.uk/homework/greece/gods.html>  (a list of Greek gods and goddesses, lists symbols and attributes) | | | | | | | | | **Standards**  **RL.3.5** | | **“I Can” Statements**  **I can use search tools to locate information on a topic.** | |
| **Essential Questions**  **How can search tools help me learn about a topic?** | |
| **Writer’s Workshop** | **Resource** “Explorations in Nonfiction Writing” by Tony Stead and Linda Hoyt  Revisit lessons as needed:  Session 1 – Identifying the Purpose and Features of a Description (pgs. 8,9)  Session 2 – Selecting and Noting Facts from Multiple Sources (pgs. 10, 11)  Session 4 – Supporting Main Ideas with Strong Details (pgs. 14, 15)  Session 7 – Revising Sentences for Variety (pgs. 20, 21)  Research and record important facts about additional gods and goddesses from Ancient Greece. | | | | | | | | | **Standards**  **W.3.10**  **L.3.1 (f)**  **L.3.1 (i)**  **L.3.2 (e)**  **L.3.2 (f)** | | **“I Can” Statements**  **I can write over an extended period of time for different purposes.**  **I can make sure the subjects and verbs in my sentences agree.**  **I can produce simple, compound and complex sentences.**  **I can use standard spelling for high-frequency words.**  **I can use spelling patterns in writing words.** | |
| **Essential Questions**  **Which character from Ancient Greece will you write about?**  **What important facts will you share?**  **How can I make sure the subjects and verbs in my sentences agree?**  **How does my spelling effect my writing?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words** | | | | | | |
| **WEEK 4** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Day 1 -** Infer Meaning: Lesson 12 Tackle the Meaning of Language  Poem: Life Doesn’t Frighten Me by Maya Angelou  Record inferences on 3-column chart (class or independent).  Chart headings: *Word What we Infer it Means Clues*  Keep chart for follow-up lessons.  **Days 2 and 3 -** Continue to Infer, using poetry.  Possible Poems include:  Adventures of Isabel by Ogden Nash  The Tale of Custard the Dragon by Ogden Nash  A Dragon’s Lament by Jack Prelutsky  The Dragons are Singing Tonight by Jack Prelutsky.  Record and analyze unfamiliar words on chart began in previous lesson.  **Day 4 -** Determine Importance: Lesson 21  Main Ideas from Supporting Details  Article: The First Olympics (Source Book of Short Text pg. 93) Compare and Contrast the Olympics: Then and Now  **Day 5 -** http://www.readworks.org/lessons/grade3/compare-and-contrast  Unit Reading Passages: The Olympics Then and Now | | | | | | | | | **Standards**  **RL.3.6**  **RL.3.10/**  **RI.3.10**  **SL.3.2** | | **“I Can” Statements**  **I can determine who is telling the story.**  **I can read and comprehend poetry.**  **I can determine the main idea and supporting details of a text.** | |
| **Essential Questions**  **Who is telling the story and how do I know?**  **What is this poem about?**  **How can I determine the main idea and support it with details?** | |
| **Jan Richardson Strategies**  Main Idea Question/Details (pg. 218) | | | | | | | | | **Standards**  **SL.3.2** | | **“I Can” Statements**  **I can determine the main idea and supporting details of a text.** | |
| **Essential Questions** | |
| **Essential Questions** | |
| **Writer’s Workshop** | Students will choose a god or goddess they have been researching to base a bio-poem on.  Students will use the following format to organize their poem:  Line 1: Name  Line 2: 3 words that describe the character (character traits)  Line 3: Son/Daughter of (or Husband/Wife of – depending on what is known)  Line 4: Lover of (war, love, revenge, etc…)  Line 5: 3 action words  Line 6: Known/associated symbol  Line 7: Name | | | | | | | | | **Standards**  **W.3.10** | | **“I Can” Statements**  **I can write for different purposes.** | |
|  | |
| **Essential Questions** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words** | | | | | | |
| **WEEK 5, 6, 7** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **End of Grade Test Review** | | | | | | | | | **Standard** | | **“I Can” Statements** | |
| **WEEK 8** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | Option: use web resources to investigate Ancient Rome and/or Greece  including: way of life, myths, gods/goddesses and more.  Website: www.mrdonn.org  Look under Ancient Civilizations. For Kids and For Teachers sections.  www.wingedsandals.com for stories, games and activities related to Ancient Greece  Tool Kit Source Book of Short Text: The First Olympics (pg. 92), Buried Alive! (pg. 93) | | | | | | | | | **Standards** | | **“I Can” Statements** | |
| **Essential Questions** | |